

Discovering History Series

Fathers of Industry

The Story of Those Whose Ideas Changed History

A Charlotte Mason Style History Curriculum for All Ages

by Sandi Queen and Jeremiah Queen

stories based on writings of James Parton

www.queenhomeschool.com

Dear Reader,

The popularity of our best-selling "Discovering Nature and Science" curriculum series for children caused us to take another look at the way we taught history.

Having always used the living book approach recommended by Charlotte Mason, we enjoyed the freedom that this simple method gave us, and found it quite easy to add in additional activities for our children which focused around the time period in which we found ourselves immersed - but then, as publishers, we found that many of our customers struggled with putting together additional activities and resources, such as discussion questions, further researching and writing, and the occasional activity to go along with the study of history.

As a homeschooling mom myself, I must admit, the thought of not having to come up with ideas to supplement every day of the school year was appealing to me as well. And so, as usual, I took it upon myself to put together a history curriculum that would keep the focus on Charlotte Mason's philosophy of using living books as a base, while integrating some of the other activities our customers were asking for.

This series is the result of our efforts. I pray you find them rewarding, simple to use, and a breath of fresh air in the world of homeschool history curriculum.

In Christ's Service,

Sandi Queen

Author and Publisher

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How to Use:

Like all the curriculum we publish, this series is set up very simply, and may be used by students of a variety of ages. Each volume focuses on a different time period in history, and each week's lesson has a true history story to introduce the week's lesson.

On Mondays, your child will learn new vocabulary words pertinent to understanding the history of the chosen time period. On Tuesday, he will read the chapter for that week, where the new history lesson is introduced. The rest of that week is spent digging more deeply into the chosen time period through lessons in researching, writing, building a timeline, and other activities that help bring your chosen time period to life. When building the timeline, since stories may not always be in chronological order, you will place them according to their time in history, allowing the student to see the overlap of different people and events. Each new lesson begins a new week. It's truly that simple.

To use with children of different ages, because the book is consumable and may not be photocopied, each child will need his own book to write in. You may copy the timeline pictures if you don't want to cut them out of your student's book. For younger children, you may choose to help them with their vocabulary words and researching, and to keep it minimal. You may also choose to do the writing assignments as narrations by having your young child narrate (tell back) to you what he has learned from your researching together, and then you can write down what he tells you.

For the student who is older and able to do the researching and writing portions, this book may be used independently if you wish. Because he is more capable, more will be expected of him in his writing. Our intent is to keep things engaging and enjoyable, and simple for families. Using multiple copies of the same book for multiple ages allows for simplicity, and it's always nice when you can all be studying the same thing at the same time, even though everyone is working at his own level.

For Additional Enhancement:

We publish another series called "Observing History Through Picture Study," which are different sets of full color paintings, each painted during a specific time period by artists of that time period. Each painting depicts something from everyday life during that era, and really helps bring your chosen time period to life by giving beautiful visual representation. A study guide is included which tells more about each painting, its artist, what is going on in the painting, and how that pertains to life during that time in history. While not mandatory to use with this series, it does make a nice addition.

There is also a list of additional resources in the back, which are purely optional, but will enhance the study of this time period if you should choose to add them.

And now ... let us begin.

Lesson 1, Day 1: Vocabulary

In a dictionary, look up the following words which pertain to this week's story.

lecture -

canal -

ore -

iron -

adze -

Lesson 1, Day 2: To Read

David Maydole, Hammer Maker

When a young man begins to think of making his fortune, his first notion usually is to go away from home to some very distant place. I can tell you that a great number of the most important and famous business men of the United States struck down roots where they were first planted, and where no one supposed there was room or chance for any large thing to grow.

I will tell you a story of one of these men, as I heard it from his own lips some time ago, in a beautiful village where I lectured.

He was an old man then; and a curious thing about him was that, although he was too deaf to hear one word of a public address, he not only attended church every Sunday, but was rarely absent when a lecture was delivered.

While I was performing on that occasion, I saw him sitting just in front of the platform until the last word was uttered.

Upon being introduced to this old gentleman in his office, and learning that his business was to make hammers, I was at a loss for a subject of conversation, as it never occurred to me that there was anything to be said about hammers.

I have generally possessed a hammer, and frequently inflicted damage on my fingers therewith, but I had supposed that a hammer was simply a hammer, and that hammers were very much alike. At last I said,—

"And here you make hammers for mankind, Mr. Maydole?"

You may have noticed the name of David Maydole upon hammers. He is the man.

"Yes," said he, "I have made hammers here for twenty-eight years."

"Well, then," said I, shouting in his best ear, "by this time you ought to be able to make a pretty good hammer."

"No, I can't," was his reply. "I can't make a pretty good hammer. I make the best hammer that's made."

That was strong language. I thought, at first, he meant it as a joke; but I soon found it was no joke at all.

He had made hammers the study of his lifetime, and, after many years of thoughtful and laborious experiment, he had actually produced an article, to which, with all his knowledge and experience, he could suggest no improvement.

I was astonished to find how many points there are about an instrument which I had always supposed a simple thing, and in how many ways a hammer can be bad.

But, first, let me tell you how he came to think of hammers.

There he was, forty years ago, in a small village of the State of New York; no railroad yet, and even the Erie Canal many miles distant. He was the village blacksmith, his establishment consisting of himself and a boy to blow the bellows.

He was troubled with his hammers. Sometimes the heads would fly off. If the metal was too soft, the hammer would wear away; if it was too hard, it would split.

At that time blacksmiths made their own hammers, and he knew very little about mixing ores to produce the toughest iron. But he was troubled with the hammer getting off the handle, a mishap which could be dangerous as well as inconvenient.

At this point of his narrative the old gentleman showed a number of old hammers, such as were in use before he began to improve the instrument; and it was plain that men had tried very hard before him to overcome this difficulty.

One hammer had an iron rod running down through the handle with a nut screwed on at the end. Another was wholly composed of iron, the head and handle being all of one piece. There were others, some exceedingly clumsy and awkward.

At last, he hit upon an improvement which led to his being able to put a hammer upon a handle in such a way that it would stay there. He made an adze-handled hammer, the head being attached to the handle after the manner of an adze.

The improvement consists in merely making *a longer hole* for the handle to go into, by which device it has a much firmer hold of the head, and can be made tight. With this improvement, if the handle is well wedged, there is no danger of the head

flying off. He made some other changes, all of them merely for his own convenience, without a thought of going into the manufacture of hammers.

The neighborhood in which he lived would have scarcely required half a dozen new hammers per year. But one day there came to the village six carpenters to work upon a new church, and one of these men, having left his hammer at home, came to David Maydole's blacksmith's shop to get one made.

"Make me as good a hammer," said the carpenter, "as you know how."

That was touching David upon a tender place.

"As good a one as I know how?" said he. "But perhaps you don't want to pay for as good a one as I know how to make."

"Yes, I do," replied the man; "I want a good hammer."

The blacksmith made him one of his best. It was probably the best hammer that had ever been made in the world, since it contained two or three important improvements never before combined in the instrument.

The carpenter was delighted with it, and showed it to his five companions; every man of whom came the next day to the shop and wanted one just like it. They did not understand all the blacksmith's notions about tempering and mixing the metals, but they saw at a glance that the head and the handle were so united that there never was likely to be any divorce between them.

To a carpenter, the mere removal of that one defect was a boon beyond price; he could hammer away with confidence, and without fear of seeing the head of his hammer leap into the next field, unless stopped by a comrade's head.

When all the six carpenters had been supplied with these improved hammers, the contractor came and ordered two more. He seemed to think that the blacksmith ought to make *his* hammers a little better than those he had made for the men.

"I can't make any better ones," said honest David. "When I make a thing, I make it as well as I can, no matter who it's for."

Soon after, the store-keeper of the village, seeing what excellent hammers these were, gave the blacksmith an order for two dozen, which were placed upon his counter for sale.

At this time something happened to David Maydole which may fairly be called good luck; and you will generally notice events of the kind in the lives of meritorious men. "Fortune favors the brave," is an old saying, and good luck in business is very apt to befall the man who could do very well without it.

It so happened that a New York dealer in tools, named Wood, whose store was on Chatham Street, New York, happened to be in the village getting orders for tools. As soon as his eye fell upon those hammers, he bought them all and left an order for as many hammers of that kind as David Maydole could make.

That was the beginning. The young blacksmith hired a man or two, then more men, and made more hammers, and kept on making hammers during the whole of his active life, employing at last a hundred and fifteen men.

During the first twenty years, he was frequently experimenting with a view to improve the hammer. He discovered just the best combination of ores to make his hammers hard enough, without being too hard.

He gradually found out precisely the best form of every part. There is not a turn or curve about either the handle or the head which has not been patiently considered, and reconsidered, and considered again, until no further improvement seemed possible. Every handle is seasoned three years, or until there is no shrink left in it.

Perhaps the most important discovery which he made was that a perfect tool cannot be made by machinery.

Naturally, his first thought, when he found his business increasing, was to apply machinery to the manufacture, and for some years several parts of the process were thus performed. Gradually, his machines were discarded, and for many years before his retirement, every portion of the work was done by hand.

Each hammer is hammered out from a piece of iron, and is tempered over a slow charcoal fire, under the inspection of an experienced man. He looks as though he

were cooking his hammers on a charcoal furnace, and he watches them until the process is complete, as a cook watches mutton chops.

I heard some curious things about the management of this business. The founder never did anything to "push" it. He never advertised. He never reduced the price of his hammers because other manufacturers were doing so.

His only care, he said, had been to make a perfect hammer, to make just as many of them as people wanted, and *no more*, and to sell them at a fair price. If people did not want his hammers, he did not want to make them. If they did not want to pay what they were worth, they were welcome to buy cheaper ones of some one else.

For his own part, he was ready at any time to go back to his blacksmith's shop.

The old gentleman concluded his interesting narration by making me a present of one of his hammers, which I now cherish among my treasures.

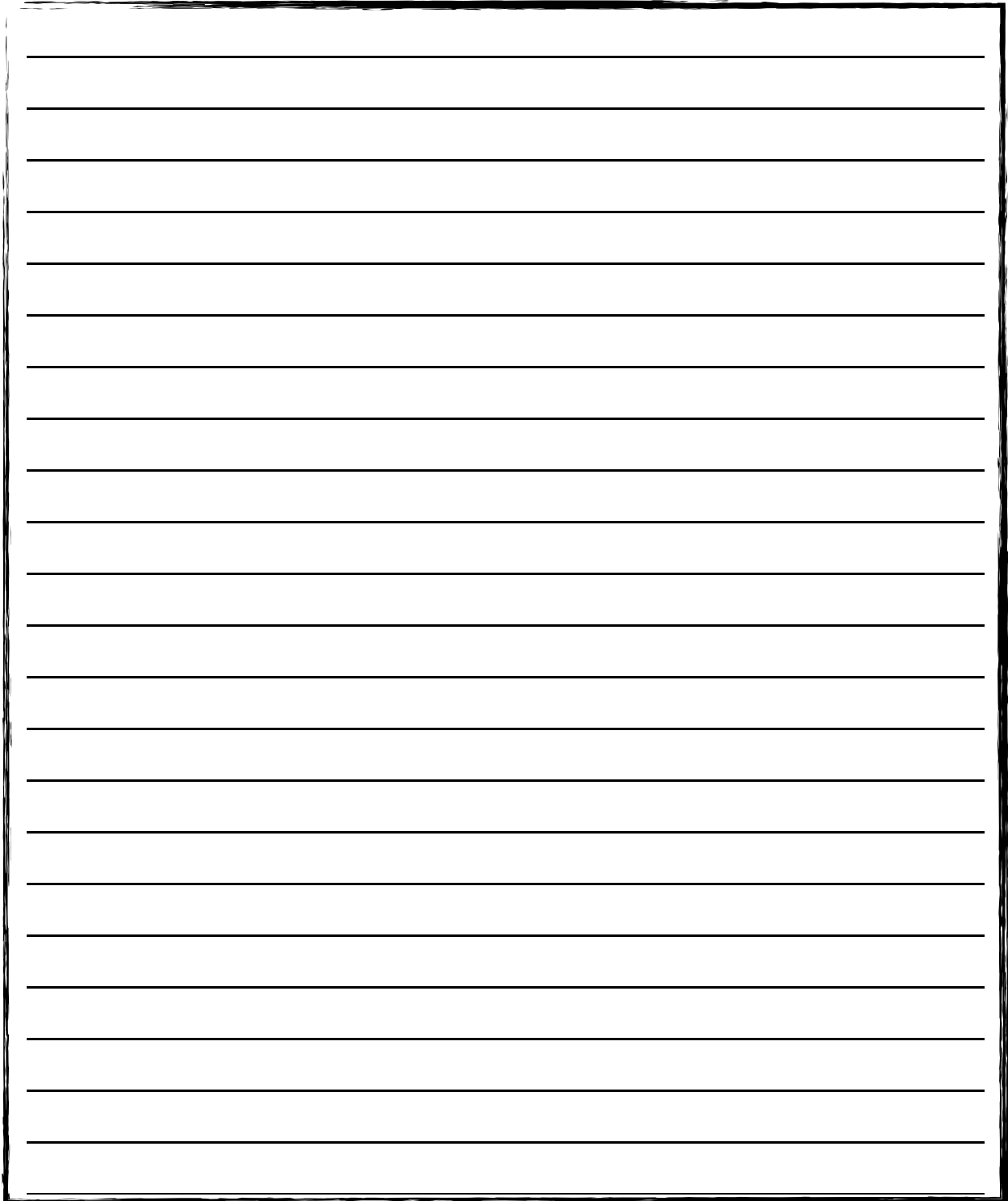
If it had been a picture, I should have had it framed and hung up over my desk, a perpetual admonition to me to do my work well; not too fast; not too much of it; not with any showy false polish; not letting anything go till I had done all I could to make it what it should be.

In telling this little story, I have told thousands of stories. Take the word *hammer* out of it, and put *glue* in its place, and you have the history of Peter Cooper. By putting in other words, you can make the true history of every great business in the world which has lasted thirty years.

The true "protective system," of which we hear so much, is *to make the best article possible*.

Lesson 1, Day 3: Finding Out More

Find out more about a man named Henry Cheney, who was also a manufacturer of hammers. Tell about this man and his hammers below.

A large rectangular box with a thick black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box, providing a space for a student to write their response to the prompt above.

Lesson 1, Day 4: Digging Out the Facts

Find and write the answers to the following questions:

What was the difference between Cheney's hammer and Maydole's hammer?

In what year was David Maydole granted patents relating to his hammer?

What was the dispute between the patents of Maydole and the patents of Cheney?

What other similarities were there between the lives of these two men?

Lesson 1, Day 5: Timeline of Events

David Maydole founded his David Maydole Hammer Company in the year 1845. Add this event to your timeline as shown. In the back of this book, you will find a template and instructions for creating the timeline you will use throughout this study, as well as a complete listing of all events we will place on this timeline, listed in the order in which they will be placed. If you have used other volumes in the “Discovering History” series, you may continue to use the same timeline for all of them, adding events as you move from volume to volume and watching how history overlaps.



David Maydole
Founded Maydole
Hammer Company
1845 AD

Here is the picture to add to your timeline this week representing this event. Though it is illegal and against copyright law to make copies of the pages in this book, we give our permission for you to photocopy the timeline pictures if you do not wish to cut them out of your book.

